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IDENTIFIERS Project CHOICE

ABSTRACT

This teaching unit, Lawyers, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These seven lessons about lawyers explore career opportunities, introduce some basic principles of the legal profession, and give education and skill requirements for entry. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible.

(MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#58

A CAREER UNIT FOR GRADES 5 AND 8

LAWYERS

(Public Service Occupations Career Cluster)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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December, 1977

FOREWORD

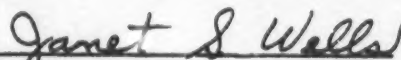
Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Kernville Union School District
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Janet Wells
Career Education Resource Teacher
Guidance Services

Public Service Occupations Career Cluster

LAWYERS

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Public Service Occupations Career Cluster

LAWYERS

RATIONALE

Many children have some general knowledge of one type of work activity performed by lawyers through watching various television dramas. Students should become familiar with the great diversity of tasks and job areas open to those who work in the legal profession. We live in a nation governed by a system of laws which have evolved over a great period of time. Children should become familiar with the general framework of these laws and with the valuable services performed by lawyers as they work within the legal system.

GOALS

Through this unit, students will:

- Become aware of how lawyers affect their lives.
- Be made aware of possible career opportunities in the field of law.
- Learn some of the basic principles of the legal profession.
- Learn what type of educational background is desirable and necessary for someone entering the legal profession.
- Develop an appreciation for the many services provided by lawyers.
- Gain an understanding of the complexity of skills and talent that are necessary to be a successful attorney.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- State at least five or six different areas of law practice.
- Relate how people engaged in the legal profession, directly or indirectly, affect their lives.
- Describe the type of education and training background desirable for a person entering the legal profession.

-Describe the average working conditions, opportunities for advancement, and average income expectations for a person working in the legal profession.

-Relate the type of personal qualifications that appear most desirable for a person considering entering the legal profession.

ENTRY LEVEL ASSESSMENT

(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the legal profession.

1. In what ways do lawyers affect people's lives?
2. What are some of the different types of jobs available to lawyers?
3. What kind of work does a lawyer do?
4. What kind of person do you think would make a good lawyer?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment are recommended for use with this unit:

- Films and filmstrips, as listed.
- Books, as listed.
- Pamphlets.
- Tape and tape recorder.
- Film and filmstrip projector, record/cassette player.
- A variety of art materials and paper.
- Felt pens.
- Task cards.
- Permission slips.

Films:

Freedom River
Bill of Rights in Action: Story of a Trial
Your Right to a Hearing
Democracy - Equality or Privilege - Jefferson vs Hamilton
In the Name of the Law
Interrogation and Counsel
Search and Privacy
Speech and Protest
Holiday from Rules

Filmstrips:

Freedom's Finest Hours, Part 1
Laws that Protect People from People
How a Juror Is Chosen
Fight to Get Trial by Jury
Backgrounds for Understanding the Judiciary
Judicial Branch
What Happens When an Arrest Is Made

Books:

<u>Dewey Number</u>	<u>Title</u>	<u>Author</u>
323.6	How Rules and Laws Help Us	Stanek, Muriel

Pamphlets:

Careers in Law; American Bar Association, 1155 East 60th St.,
Chicago, IL 60637
Request latest revision, 32 pages (approx),
25¢

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN
COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific
students and situations).

Films: MP 3021 What Liberty and Justice Mean
MP 3031 Rules, Laws, and You
MP 579 Bill of Rights in Action: Story of a Trial
MP 2042 Our Basic Civil Rights

COMMUNITY RESOURCES

Kern County Courthouse; Bakersfield; Superior Court; 861-2164.

Local lawyers

INSTRUCTIONAL STRATEGY: LESSONS 1-7

Lesson 1

PURPOSE

To introduce the unit and to familiarize the students with the various types of work performed by lawyers.

MATERIALS

1. Reference Sheet I, next page.
2. Chart paper and stand.
3. Entry Level Assessment.
4. Felt pens.
5. Task cards 1 through 3.

INTRODUCTION

Say: "Today we are going to begin our study of the legal profession. People who earn their living as lawyers do many different types of jobs. Their work is often very interesting and challenging. Lawyers have a very important role to play in a democratic society. Let's begin our unit by first discovering how much you may already know about lawyers and the work they do."

CLASS ACTIVITIES

1. Entry Level Assessment.
2. Class discussion based on Reference Sheet I.
3. Make class list of the different types of work performed by lawyers.
4. Work with task cards.

SUMMARY

1. Review and discuss class list.
2. Reports from students using task cards.

REFERENCE SHEET I (to be used with lesson 1)

Some of the different types of work performed by lawyers:

1. Lawyers prepare legal documents, such as wills, deeds, contracts, and mortgages.
2. Lawyers may advise individuals or different types of businesses and groups of their rights and obligations in many different situations.
3. Lawyers conduct the legal proceedings in a lawsuit.
4. Some lawyers hold funds to invest for clients, act as trustees of property, and draw up legal documents covering the sale of oil, gas, and mineral rights or rights-of-way.
5. Some lawyers specialize in presenting cases before judges and juries. Other lawyers work chiefly as advisors to their clients to avoid situations which may require court action.
6. Some lawyers specialize in working in criminal law.
7. Many lawyers never work in a courtroom. They work in their offices mostly.
8. Many lawyers work for city, state, or the federal government. They help administer the laws and programs of the different types of government they work for.
9. Some lawyers enter the business world by working for large corporations as corporation attorneys. They help the companies deal with the many different types of laws that deal with business. Many lawyers specialize in working as tax experts for companies.
10. Many lawyers do not become practicing lawyers, but enter occupations such as that of tax collector, F.B.I. agent, probation officer, credit investigator, etc.
11. Some lawyers teach in one of the more than 150 law schools located in the United States.

Lesson 2

PURPOSE

To gain an understanding of how lawyers work within the framework of a legal system which has the Constitution as its foundation.

MATERIALS

1. Suggested film available from Instructional Resource Center, Superintendent of Schools: #579 Bill of Rights in Action: Story of a Trial.
2. Film projector.
3. Task cards 4 and 5.

INTRODUCTION

Say: "Our legal system, which is based upon the Constitution of the United States, has a long and interesting history. Anyone who practices law in this country must work within this system of laws. We are going to see a film which shows several examples of how our legal system works."

CLASS ACTIVITIES

1. View the film.
2. Discuss the film.
3. Have students make individual lists of how a person's freedoms are protected in a jury trial.
4. Do task cards.

SUMMARY

1. Presentation and discussion of individual students lists.
2. Reports from students using task cards.

Lesson 3

PURPOSE

To listen to a person who is actively engaged in the legal profession.

MATERIALS

1. Resource person.*
2. Paper and pencils.
3. Task cards 6 and 7.

INTRODUCTION

Say: "Today we are very fortunate to have as a guest, a man/woman who earns a living working as a lawyer. Our guest will tell us about the type of work involved in the job of lawyer and will offer suggestions for those of us who might be interested in becoming a lawyer.

CLASS ACTIVITIES

1. Listen to guest speaker.
2. Have question and answer period.
3. Do task cards.

SUMMARY

1. Discuss what we have learned from the speaker.
2. Report on task cards.
3. Write thank you notes (per the task cards.)

*To obtain a lawyer as a guest speaker it will be necessary for the teacher to contact a local lawyer.

Lesson 4

PURPOSE

To help students gain an understanding of the need for a basic framework of laws in contemporary American Society.

MATERIALS

1. Suggested film available from Instructional Resource Center, Superintendent of Schools: #2042 Laws that Protect People from People.
2. Film projector.
3. Chart paper and stand.
4. Felt pens and pencils.
5. Task cards 8 and 9.

INTRODUCTION

Say: "Have you ever thought what it would be like to live in a world that did not have any laws and people like lawyers to help us understand the laws? What kind of laws do we need to help us? What do lawyers have to do with the laws? Today we are going to see a very good filmstrip and also an excellent film which will help us in our understanding of what is meant by a legal system."

CLASS ACTIVITIES

1. View the film.
2. Discuss laws that are necessary in our society.
3. Make a class list of laws necessary in society.
4. Do task cards.

SUMMARY

1. Review class list of laws.
2. Review contents of film.
3. Reports from students using task cards.

Lesson 5

PURPOSE

To offer students an opportunity to directly observe the Judicial Process at work. To observe lawyers at their work.

MATERIALS

1. Field trip to Kern County Courthouse.
 - A. Walking tour of the courthouse.
 - B. Explanation of the court personnel and trial procedures with student participation.
 - C. Observation of a court proceeding.
2. Permission slips.
3. Task cards 12, 13, and 14.

INTRODUCTION

Say: Today we are going to have the unique opportunity of visiting a real courthouse. We are going to be able to observe many of the things that we have talked about in class. Pay close attention and try to notice many of the things that we have discussed. Be ready to ask questions about things that are new to you."

CLASS ACTIVITIES

1. Discuss good field trip behavior.
2. Briefly review what we have already learned about courtroom procedure and what we want to be looking for on the field trip.
3. Field trip.

SUMMARY

1. Class discussion of field trip.
2. Thank you notes (per task card.)

Lesson 6

PURPOSE

To give students an opportunity, through group participation, to be involved in the judicial process.

MATERIALS

1. Film about the rights of citizens if available. See suggested films available from Instructional Resource Center, Superintendent of Schools.
2. Film projector.
3. Paper and pencils.
4. Task cards 15 and 16.
5. Reference Sheet II, next page.

INTRODUCTION

Say: "As citizens living in a free society we all have certain rights and freedoms under law. Each of us also has the responsibility to act fairly toward each other so that each person's rights are respected. Today we are going to explore some of the rights we enjoy as citizens and how we have to be careful to protect those rights."

CLASS ACTIVITIES

1. View the film.
2. Divide into small groups of four or five. Give each group a situation from Reference Sheet II.
3. Have each group discuss and then reach a decision about their situation.
4. Do task cards.

SUMMARY

1. Discuss film.
2. Group presentations to the class of their problem and solution.
3. Reports from students using task cards.

REFERENCE SHEET II (to be used with lesson 6)

Suggested activities for small group participation:

1. Assume that you are setting up a government for a group of people shipwrecked on a deserted island. What kind of laws would you enact? Why?
2. Some people feel that the newspaper and television news often violates a person's right to a fair trial. How much and what kind of information should be allowed before a person is tried? Why?
 - A. For #2, the group should make up two or three different "cases", such as a person who has been accused of robbing a bank, etc. The group then has to decide how the accused person's rights can best be protected before going to trial.
3. Assume that you are the judge and you know that the evidence that is being presented against a man was obtained by using electronic listening devices. This is the only evidence against the man. What decision would you make in this case? Why?
4. A sixth-grade boy has been accused of stealing some money from the desk of one of his classmates. No one actually saw the boy take the money, but several people strongly suspect him of the crime. The boy has been in trouble in school before. How can his rights be best protected? If you had to judge his guilt or innocence, how would you do it? Why?
5. Two fifth-grade students broke into their school at night and did several hundred dollars worth of damage to the school. They broke windows, destroyed classroom property, etc. They were seen leaving the school and they admitted to the police what they had done.

How should the students be punished? Why? What is the purpose of punishments? Should the students' parents be held responsible? How should the students' rights be protected during the investigation and hearing concerning their vandalism?

Note: The students should be free to make up situations of their own choosing in addition to the above examples.

Lesson 7

PURPOSE

To evaluate what the students have learned about lawyers and the judicial system.

MATERIALS

1. Tape from pre-test.
2. Tape and tape recorder.
3. Entry Level Assessment.
4. Paper and pencils.
5. All task cards.

INTRODUCTION

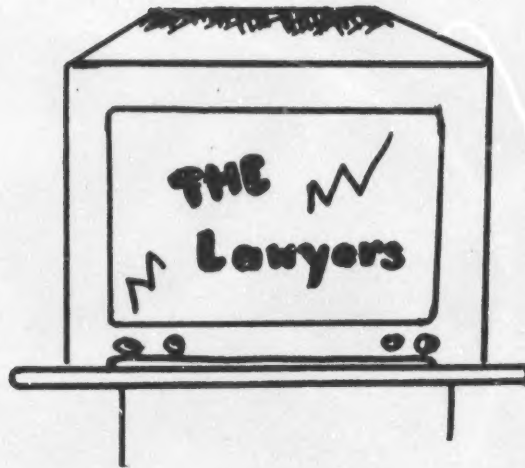
Say: "Today we are going to find out how much we have learned about lawyers. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post-test.
3. Each student is to write a brief paragraph stating what they feel is the most important freedom or right that they enjoy as citizens under our system of laws. They should try to explain how they feel this freedom can best be protected so that all Americans will be able to enjoy it in the years to come.

SUMMARY

The tape acts as a summary for the unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might not have liked, as well as what they did like.



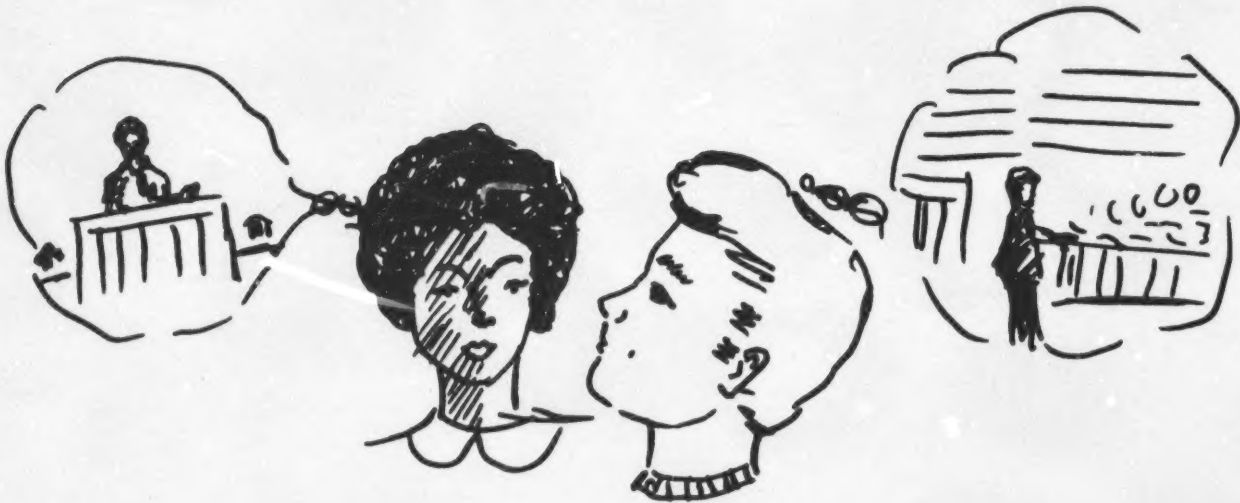
THE T.V. LAWYER

You need:

- Pencil
- Paper

You have probably watched television shows about lawyers. Perhaps you have thought about being a lawyer someday.

1. List several activities that you have seen lawyers doing on television.
2. Write down all that you can about what you think a lawyer's job is.
3. Do you think television programs about lawyers are true? Do you think lawyers do the kind of work they are shown doing on television.
4. Share your thoughts about television lawyers with your classmates.



WHEN I GROW UP...

You need:

- Pencil
- Paper
- Magazines
- Scissors
- Chart paper

Have you ever thought that you might like to be a lawyer someday?

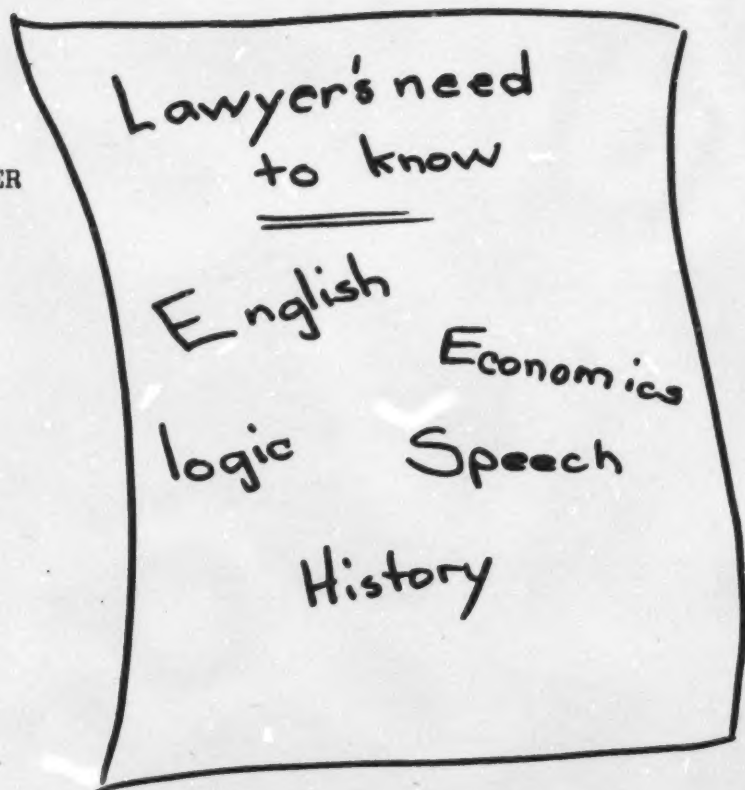
What would it be like? Where would you work?

1. Write a paragraph or two telling what you think it would be like to be a lawyer.
2. Find some pictures showing lawyers at work.
3. Use the pictures to make a chart or poster showing lawyers at work.
4. Share your poster and writing with your class.

IF I WANT TO BE A LAWYER

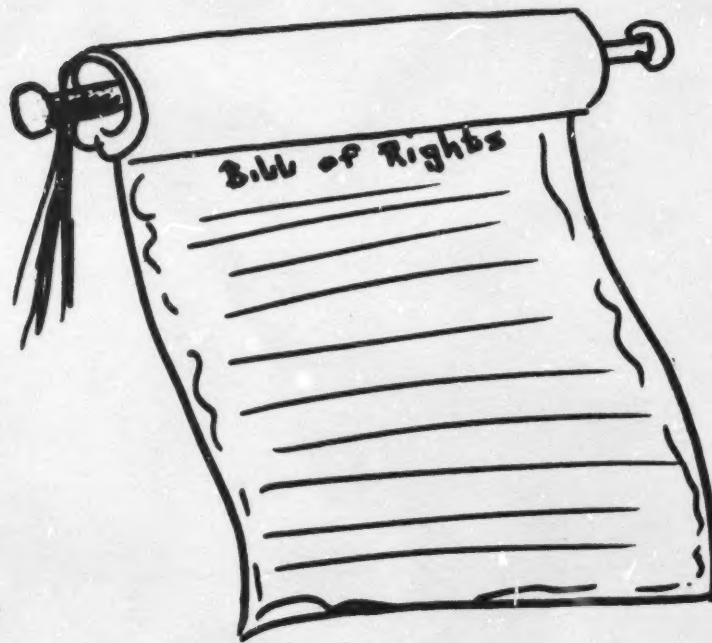
You need:

- Paper
- Pencil
- Butcher paper
- Felt pens
- Crayons



A lawyer needs to know a lot about many subjects. A person who thinks he/she might like to be a lawyer should study a variety of subjects.

1. Think of some of the things a lawyer needs to know. Make a list of them.
2. What school subjects would be especially important for a lawyer? Make a list of them.
3. Make a chart or poster showing the subjects that a person who would like to be a lawyer should study.
4. Share your chart or poster with your class.



"IT'S A FREE COUNTRY"

We live in a democracy. The Constitution gives us rights which are very important.

You need:

- Group of students
- Paper and pencil

1. Make a list of some of the very important rights you have as a citizen of the United States.
2. Each boy and girl in your group is to choose one right and act it out for the others.

Example: You could pretend you were making a speech in a park. This is an example of freedom of speech.

3. Have your group demonstrate their rights for the rest of the class.



"LADIES AND GENTLEMEN OF THE JURY"

You need:

- Small group of students
- Good imagination
- Paper and pencil

Lawyers sometimes work in courtrooms. You have seen movies about this. Lawyers must argue their case before a judge and jury.

1. Pretend that a trial is being held to determine if a man is guilty or innocent of stealing a car.
2. Or, make up your own trial.
3. Pick a lawyer for the defense and for the prosecution. Select a judge and some witnesses.
4. Practice the trial in your group.
5. Present the trial for your class. Have the class decide on the verdict.



"THANK YOU FOR COMING"

You need:

- Paper
- Pen
- Envelope and stamp

It was nice to have the lawyer visit our class. We should show our appreciation.

1. Write a thank you note which will be from your class.
2. Try to mention something that you learned from the speaker's visit.
3. Do this individually, or work with a small group and prepare a thank you letter to be signed by the writers and the teacher.



I HEARD IT "LOUD AND CLEAR"

You need:

- Paper and pencil
- A good memory

We can learn a lot from listening to people who talk about their jobs. The lawyer who talked to our class about his/her job shared a lot of good information about what it is like to be a lawyer.

1. Write down all you can remember about what the guest speaker told your class about being a lawyer.
2. Pick out what you think is the most interesting thing you learned.
3. Select what you think is the most important information the speaker shared with the class.
4. Share what you have written with your classmates.



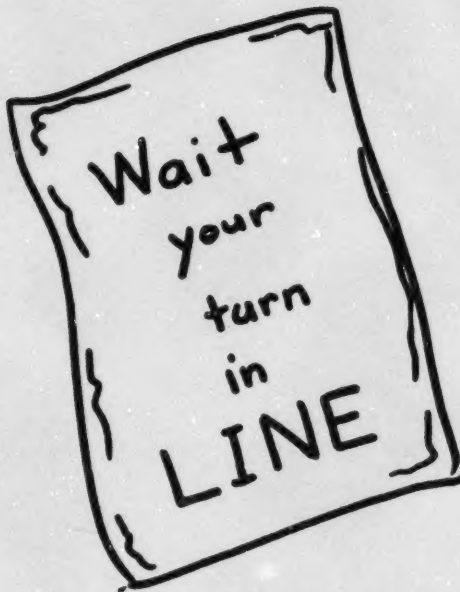
WHO NEEDS THEM?

You need:

- Good imagination
- Paper and pencil
- Magazines
- Scissors
- Chart paper
- Glue or stapler

Laws are the backbone of our society. Without laws and rules we would really be in a confused mess!

1. Write a story in which the people live in a country where there are no laws. Describe what it is like.
2. Find some pictures in magazines that seem to go with your story.
3. Make a booklet of your story and pictures.
4. Read your story to your class. Show them the pictures.



NOW HEAR THIS!

You need:

- Chart or poster paper
- Felt pens
- Magazines
- Scissors
- Glue or stapler

Some rules are good. Some rules seem unfair or unnecessary to us.

1. Make a list of at least four school rules that you think are good or necessary.
2. Try to find pictures to illustrate the rules. You may draw them if you wish.
3. Write down as many school rules as you can that you feel are unfair or unnecessary.
4. Make a poster or wall chart of the above information.

CALL A LAWYER!!!!

You need:

- Small group of students
- Paper and pencil



There are times in everyone's life when he/she is going to need a lawyer.

1. Make a group list of different times when you think a person would need the help of a lawyer.*
2. Work in teams of two, one person plays the part of a lawyer and the other a client.
3. Act out several of the examples on the list.
4. After you have practiced, act out your client-lawyer skit for your class.

*Example: You are driving a car and are involved in an accident in which someone is hurt.



HOW I SPEND MY DAY

You need:

- Books about lawyers
- Magazines
- Paper and pencil

- Butcher paper or chart paper
- Glue or stapler

Lawyers usually are pretty busy people. They have to do many different things as part of their job.

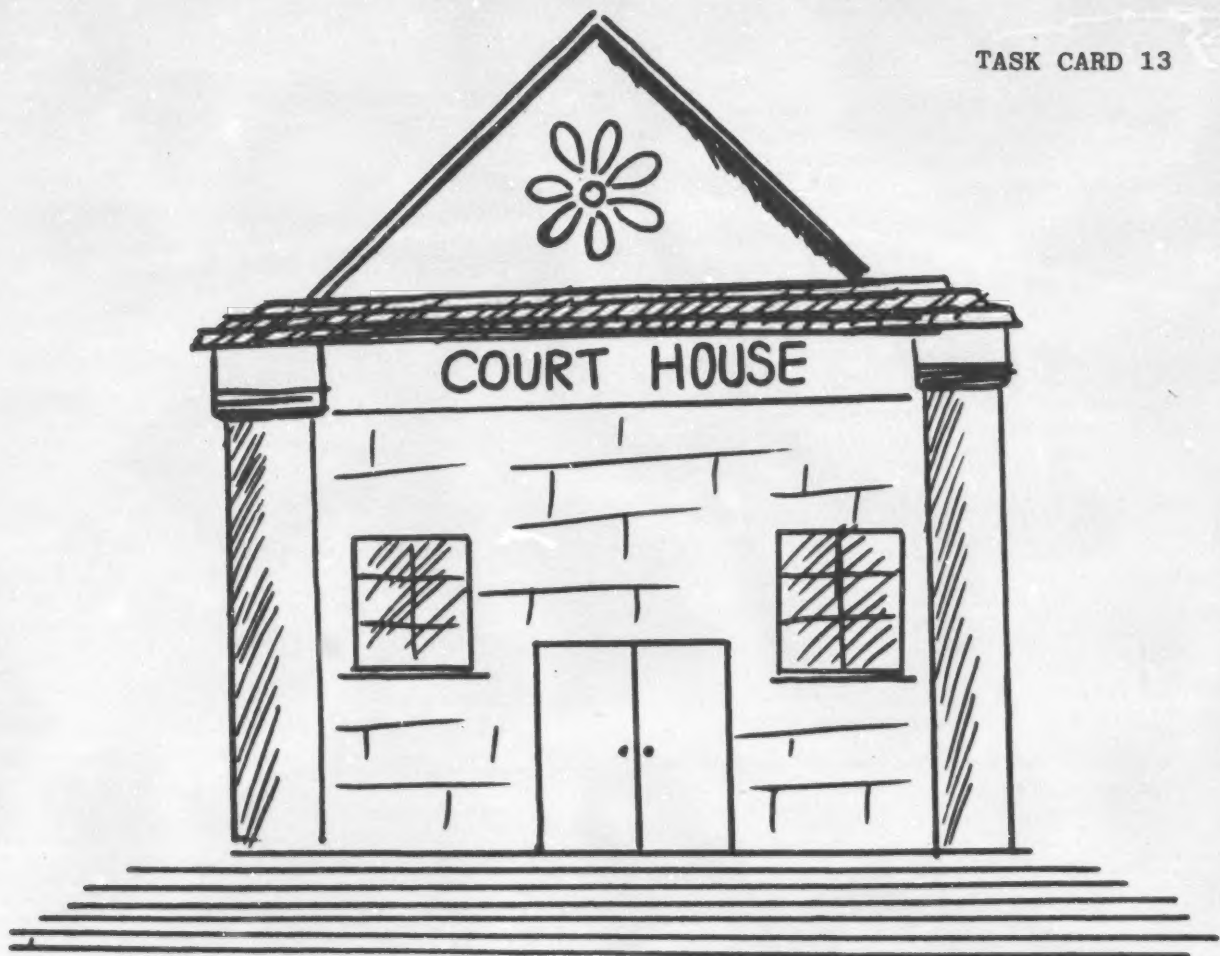
1. Pretend you are a lawyer.
2. Describe an average working day: what did you do?
3. Try to find some pictures showing the type of work you did.
4. Share your busy working day with your class.



THIS IS THE F.B.I.

Not all lawyers work in law offices or appear in courtrooms. Some lawyers work for the Federal Bureau of Investigation, or the F.B.I.

1. Find out all you can about the F.B.I.
2. Write a short report telling about the F.B.I. and the work the agents do.
3. Share your report with the class.



A FUN TRIP

You need:

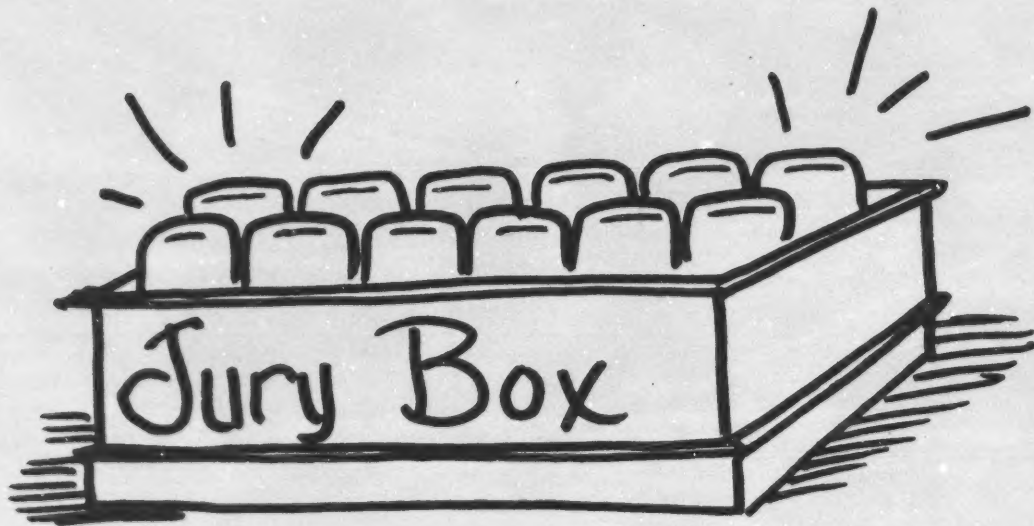
- Two or three students
- Paper and pencil or pen
- Envelope and stamp

That was an interesting trip to the County Courthouse. Let's write a short note telling the people who showed us around how much we enjoyed it.

1. Write a thank you note.
2. Try to mention at least two or three things that you saw or learned during your visit.
3. Read the note to the class.
4. Ask your teacher to mail it.

You need:

- Imagination
- Paper
- Pencil

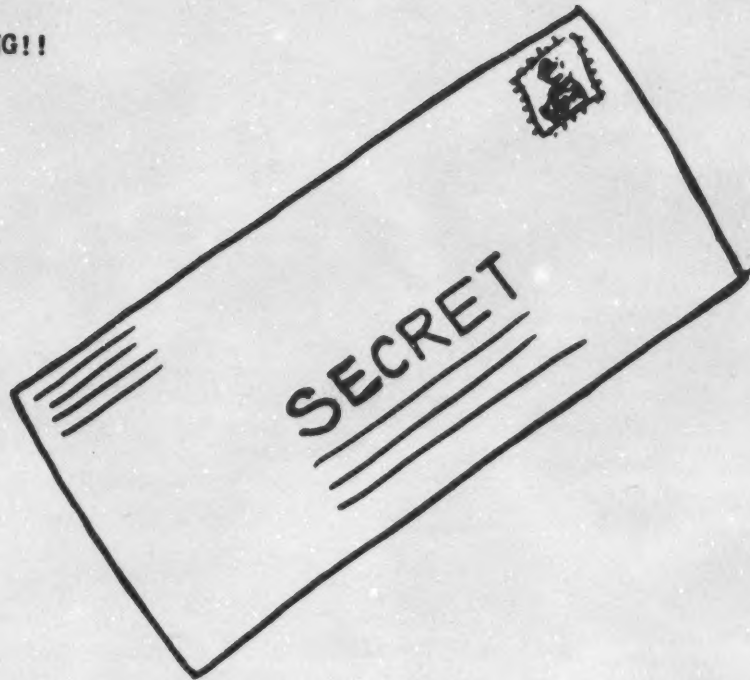


LADIES AND GENTLEMEN OF THE JURY

You have just visited a courtroom. What was it like? Was it anything like you had imagined it would be?

1. Describe the courtroom you visited. How did it look? What did the people who worked in the courtroom do?
2. Tell what the lawyers did.
3. You might like to draw a picture of the courtroom to add to your report.
4. Share your description of the courtroom with the class.

NO PEEKING!!

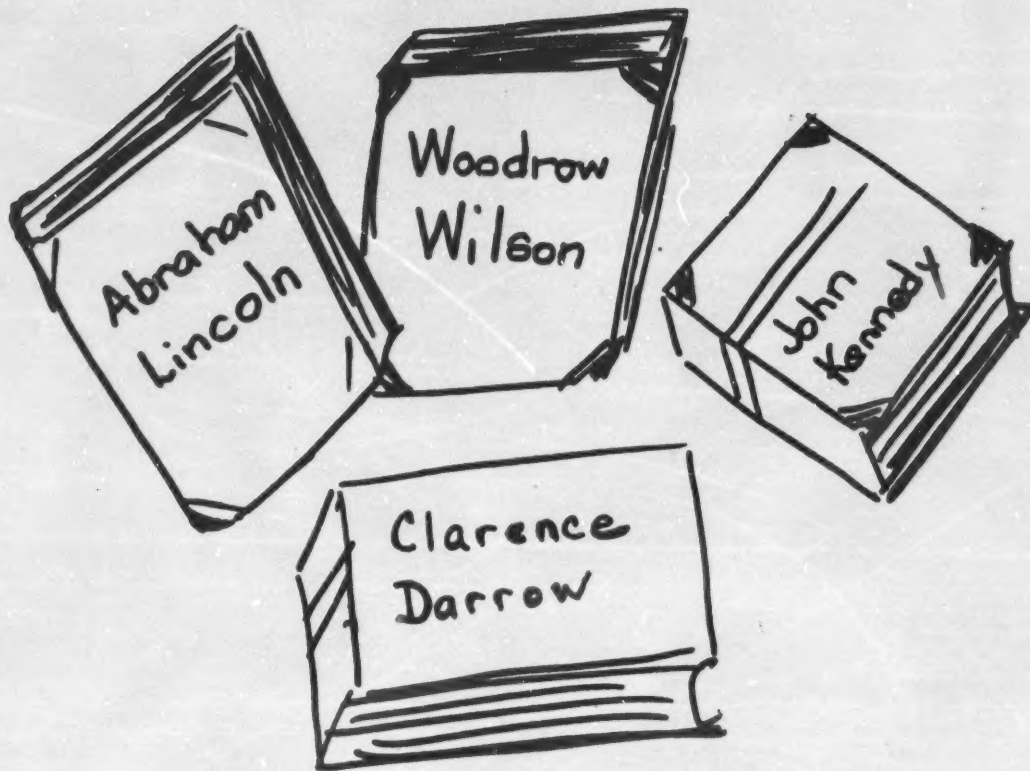


You need:

- A partner
- Lots of nerve
- A "note"

This is a "fun" activity which can also be a good learning experience for your classmates.

1. You and your partner are to pretend to be caught passing a note (one of you has to be a girl).
2. Your teacher is "in" on this. You are to plan this with your teacher.
3. The teacher will pretend he/she has caught you passing the note. Quickly hide the note in your purse.
4. The teacher will demand that you empty your purse on his/her desk.
5. You are to refuse, arguing that this is against your basic rights.
6. The teacher will then ask the opinion of the class as to how to solve the problem.
7. Finally, the teacher will explain that you had been acting.



FAMOUS LAWYERS IN HISTORY

You need:

- Books
- Paper and pencil

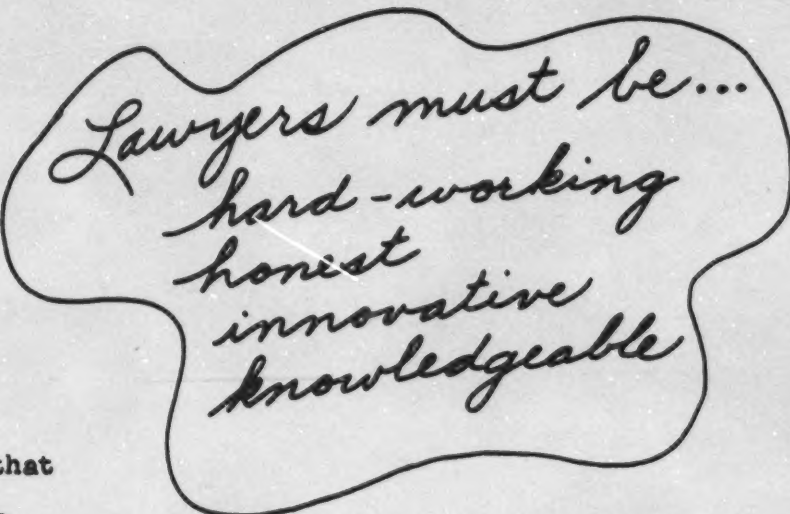
Many great and famous men and women in our country's history have been lawyers.

1. Choose a well-known American whom you admire and who was a lawyer.
2. Write a short report about the person's life.
3. Try to show if the person's legal training seemed to help him/her throughout life.
4. The person can still be living.
5. Share your report with your class.

A LAWYER IS...

You need:

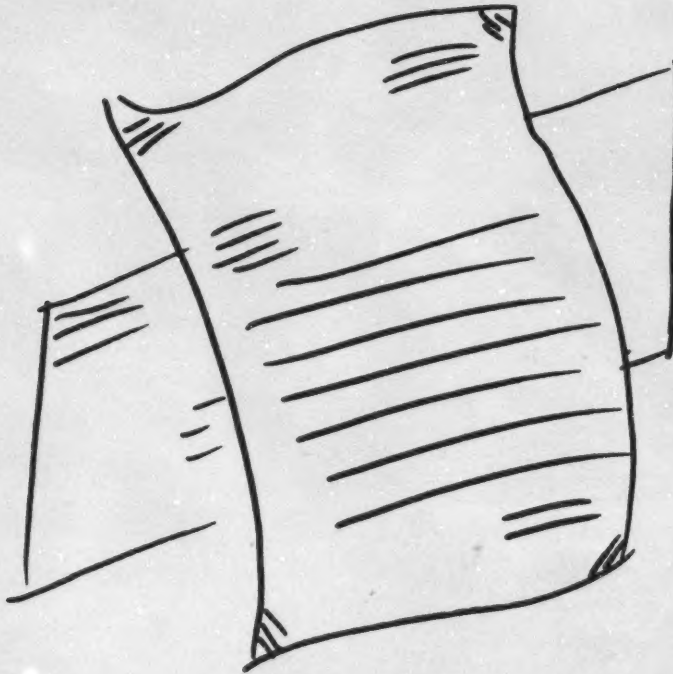
- Chart paper
- Felt pens
- Paper and pencil



Lawyers must be...
hard-working
honest
innovative
knowledgeable

There are many qualities that help to make a good lawyer.

1. Make a list of all the qualities that you feel a good lawyer should have.
2. When you have finished your list, copy it neatly on chart paper.
3. Use felt pens.
4. Share your list with the class.
5. Have the class discuss the qualities and see if they have any more to add.



You need:

- Paper and pencil
- Pen

You should have a pretty good idea by now of what it is like to be a lawyer. Pretend that you are a lawyer and a young child, about third grade, has written to you asking you to describe your work.

1. Answer the letter.
2. Tell the child all you can about the work you do.
3. Also describe how you became a lawyer. Be sure to include your education and how you got started.
4. Share your answering letter with your class.